



The University of Georgia

University Council
Athens, Georgia 30602

April 17, 2009

UNIVERSITY CURRICULUM COMMITTEE – 2008-2009

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Public Health – Dr. Phaedra S. Corso

Social Work - Dr. Patricia M. Reeves

Veterinary Medicine - Dr. K. Paige Carmichael

Graduate School - Dr. Malcolm R. Adams

Undergraduate Student Representative – Ms. Jamie Beggerly

Graduate Student Representative – Ms. Amrita Veliyath

Dear Colleagues:

The attached proposal to add High-Demand status to the major in Social Studies Education (B.S.Ed.) will be an agenda item for the April 24, 2009, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.
Professor Jere W. Morehead

The University of Georgia
FORM FOR NOTIFICATION OF HIGH-DEMAND STATUS
OF AN UNDERGRADUATE MAJOR

I. BASIC INFORMATION

1. **School/College:** *College of Education*
2. **Department/Division:** *Elementary and Social Studies Education*
3. **Degree:** *BSED*
4. **Major:** *Social Studies Education*
5. **Proposed date for change in high-demand status:** *No change necessary. This is already a "restricted" major with high-demand status. We are applying for a reduction in the enrollment cap for a variety of purposes enumerated below.*

II. CAPACITY INFORMATION: *See attachment*

III. SIGNATURES:

| Department Head | Department | Date |
|----------------------------|--|---------------|
| <i>Ronald E. VanSickle</i> | <i>Elementary and Social Studies Ed.</i> | <i>4/2/09</i> |

| College/School Curriculum Committee Chair | School/College | Date |
|---|------------------|---------------|
| <i>Arthur McHome</i> | <i>Education</i> | <i>3-5-09</i> |

| Dean | School/College | Date |
|--------------------|----------------|---------------|
| <i>Cathy Bowen</i> | | <i>4/3/09</i> |

| University Curriculum Committee Chair | Date |
|---------------------------------------|------|
| | |

| Senior Vice President for Academic Affairs and Provost | Date |
|--|------|
| | |

CAPACITY INFORMATION

Anticipated number of applicants: If the capacity of the junior class is smaller than the anticipated number of applications, this major may be designated as high-demand.

Capacity 2007-8: 50 undergraduate students

Capacity 2008-9: 50 undergraduate students

Capacity 2009-10: 35 undergraduate students***

Requested Capacity for future classes: 25 undergraduate students

Number of applications for 2008-9 class: 75

Anticipated number of applications for future classes: 40, pending program approval

What is the academic justification for restricting the major?

In 2002, the then Department of Social Science Education faculty submitted a proposal to designate the B.S.Ed. in Social Science Education a high-demand major, and this proposal was approved. The justification for this status was that Social Science Education is a labor-intensive major, requiring faculty to contribute multiple teaching assignments while managing two different practicums and a culminating student teaching experience in public schools. This management includes considerable planning, placement and supervision of students in schools, assessment, and cultivation of relationships with our many cooperating teachers and administrators in public schools as far away as the remote regions of Gwinnett County. Furthermore, like professors in all teacher education programs, Social Studies Education faculty are required to provide increasingly lengthy reports on students both during and following their teacher education experiences, as required by an assortment of local, state, and federal assessment agencies. The work required to administer this large and complex program justified the limitation of undergraduate admissions to 50 undergraduate students per year.

In 2002, the faculty of the then Department of Social Science Education also began a systematic program reform initiative that sought to refashion the B.S.Ed. according to three principles: coherence, challenge and collaboration. These reforms have significantly strengthened the Social Studies Education B.S.Ed. program, but the added labor of maintaining this increased program quality has come at a time of decreasing faculty FTE. Looking forward, the size of the faculty will soon approach a point at which there will be little to no involvement of social studies education faculty in the undergraduate major. Three of the current five Social Studies Education program faculty members will retire the summer of 2009. With no anticipated new faculty hires, as of the 2009-2010 academic year, the entire Social Studies Education Program will rely on only two tenure-track social studies education faculty members to maintain the same programs currently supported by five tenure-track faculty members. These two professors, one of whom is assigned part of his time to Program administration, are charged to support not only one of the most heavily enrolled undergraduate majors in the College of Education, but also well-populated graduate degree programs.

As a result, the present reliance on Graduate Teaching Assistants and other non-tenure track instructors to staff the Program will only become a more pressing problem beyond the current academic year (2008-2009). In 2008-2009, of the 26 units of instruction (course and field supervision) comprising the undergraduate major offerings, only three were taught by tenure-track social studies education faculty. With impending retirements, the remaining tenure-track faculty members will have to cover graduate level social studies education courses, leaving a very real possibility that *no tenure-track faculty* will serve as instructors for any of the undergraduate major offerings beginning in 2009-2010. In effect, students could finish a UGA major without completing so much as a single class taught by a professor in their field.

Beyond the looming crisis in faculty numbers, the significant clinical component of the undergraduate major poses other problems as well. The large number of undergraduate majors strains our capacity to provide high quality clinical experiences with area social studies teachers. Simply put, the program faces a profound challenge in finding mentor teachers who will work productively with our students. The large number of field placements means that students are often asked to make drives of more than an hour from Athens. The time and expenses associated with these commutes exacts a toll not only on students but also on the university field instructors assigned to work with them. University field instructors are typically doctoral students. Such extraordinary travel obligations may serve to partly explain why the 2007 Department of Elementary and Social Studies Education Review highlighted concerns expressed by Department doctoral students that the labor-intensive nature of their work in the teacher education program leaves them feeling short-changed in pursuing their programs of study and research.

With the current high demand cap at 50, the loss of faculty also poses the risk of suspended graduate admissions and the subsequent decline in graduate credit hour production. Social Studies Education Program offers six graduate degree programs, including the M.A.T (an alternative route certification program), M.Ed., M.A, Ed.S., Ed.D., and Ph.D. These programs will strain the energy and time of the remaining two faculty members, even if they limit or avoid future involvement in the undergraduate major. As much as a reduction in the number of undergraduate majors served, this proposal is viewed by the Social Studies Education faculty as an essential shift in emphasis to a greater balance between undergraduate and graduate programs.

The Social Studies Education Program faculty also feel it is important to situate this proposal in the broader context of secondary subject-area teacher education programs in the College of Education. The 50 admitted undergraduate majors in Social Studies Education far surpass the number of students served in other subject-area programs. With larger faculties, the secondary English Education degree is a high-demand major capped at 25 students. Neither Science Education nor Math Education is currently designated a high-demand major. They admit approximately 15 and 35 students respectively. Importantly, these programs also have M.A.T programs that enroll fewer students than the M.A.T. program in social studies education. At a minimum, our proposed move to 25 students at least would bring us more in line with comparable programs in the College of Education.

A final argument for reducing the high demand cap for this major from 50 to 25 is grounded in the employment prospects for graduates. The demand for social studies teachers is low, even as teacher shortages are projected for the state of Georgia over the coming decade (especially in science, math, and special education). The most recent data available from the Board of Regents, for the 2006-2007 academic year, indicate that only 61% (28 of 46 graduates) were working in Georgia schools in 2008. Reports from recent graduates confirm the challenges new social studies teachers face when seeking employment in the state.

In closing, reducing our annual cohort from 50 students to 25 would match our limited resources better to Program, College, and University aims. If the high-demand cap is maintained at 50 students, the risks are serious:

- ❑ An undergraduate major with limited or no involvement of tenure-track faculty.
- ❑ Suspended graduate admissions and loss of credit hour production.
- ❑ A continued inequity in faculty relative to program size within the College of Education.

Tenure-track faculty has demonstrated a strong commitment to producing social studies teachers who will serve the needs of students in the State of Georgia. Yet this commitment should not come at the expense of our ability to offer leading graduate programs and to respond to pressures to increase our scholarly

production. The program faculty has established an ambitious mission—“to advance knowledgeable, reflective, and active democratic citizenship for the state of Georgia, the nation, and the world through exemplary and rigorous social studies teacher preparation, scholarship, and service.” This ultimate intent of this proposal is to create the conditions that leave us positioned to meet this lofty aim.

*** The 35 students for 2009-2010 is proposed as a transition year target. The Program currently runs two open admissions cycles per year (every November 30 and April 30) to admit 25 students each cycle. If this proposal is approved, the Program would move to an annual admissions cycle, a procedure more in keeping with other initial certification program in the College of Education. The 35 students for 2009-2010 would consist of 10 new admits from the last semi-annual Fall semester admissions cycle (November 30, 2009) whose Program matriculation will be Spring 2010; and 25 new admits from the then annual admissions cycle Spring 2010 whose Program matriculation will be Fall 2010.

Provide a contact person for information concerning the criteria and application deadlines:

Todd Dinkelman, Associate Professor and Social Studies Education Program Coordinator